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ABSTRACT

The booklet provides an overview on the school-related issues involved in child abuse and neglect. Definitions, causes, and effects of abuse and neglect are reviewed in the first chapter; guidelines for identifying physical and sexual abuse, neglect, and emotional maltreatment are offered in chapter 2. Aspects of reporting abuse are noted as are issues involved in investigation and intervention. A discussion of prevention centers offering parenting and safety curricula and helping adolescent parents is also included. Issues for schools to address include staff criteria, school environment, and policies on corporal punishment. The final chapter presents ways in which educators can help set policy, establish procedures, and take individual action. (CL)

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Educators, Schools, and Child Abuse

Diane D. Broadhurst

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National Committee for Prevention of Child Abuse

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Understanding the Problem

More than one million children are abused or neglected annually in the United States. The average age of these children is seven; more than two-thirds are between five and seventeen years of age, school-age children who could be in any school, in any community.[1] Old enough to speak, they frequently say nothing about their fear or pain. Though many are old enough to run away from the situation, most do not, remaining instead at home and enduring the abuse, or worse, believing they deserve it. Often without hope, they wait for someone to find out, to reach out, to help them.

For some of these children, a sensitive educator will help to provide safety and to restore family functioning. For others, the wait will continue.

This booklet will help you better understand child abuse, what you can do about it, and the role of educators and schools in prevention. As an educator you are concerned about the welfare of children. You know children learn best when they are healthy, happy, and secure. You want the children you teach and counsel to thrive and to grow into responsible adults.

Unfortunately, many abused children are not healthy, happy, or secure. Their chances to become responsible, successful adults are limited. Hurt, bewildered, and in need, these children are concerned with survival, not with school. They frequently have academic problems, a deep distrust of adults, and few friends. They may look to their school and their teachers and counselors for protection and for the caring they do not find at home. The schools must be prepared to respond by ensuring that staff can recognize child abuse, know how to report it, and are able to provide continuing support and encouragement to abused children and their families.

Defining Child Abuse

Each state in the United States has its own variant of child abuse definitions, but most include the following elements.

- Physical Abuse—nonaccidental injury, which may include severe beatings, burns, strangulation, or human bites.
- Neglect—the failure to provide a child with the basic necessities of life: food, clothing, shelter, or medical care.
- Sexual Molestation—the exploitation of a child for the sexual gratification of an adult, as in rape, incest, fondling of the genitals, or exhibitionism.
- Emotional Abuse—the parental behavior that places unreasonable demands on a child to perform above his or her capabilities, and does so in an excessive or aggressive manner. Examples include constant teasing, belittling verbal attacks, and a lack of love, support, or guidance.

Most state laws protect children up to age eighteen. A few extend protection to age twenty-one or beyond if the child is physically handicapped or mentally impaired. Most state child abuse laws apply to the child's parent, guardian, or custodian. Some also include babysitters and others who are in the position of caretaker to the child. It is important that you learn how your state or jurisdiction defines child abuse and what your responsibilities as an educator are under the child abuse laws.

Understanding the Causes

Child abuse is a complex problem. It involves children, parents, and other adult caregivers of all ages, races, creeds, and ethnic backgrounds, whether rich or poor, city dweller or rural resident; those who attend church regularly and those who don't; those who hold important positions and those who are unemployed. Amidst this diversity, however, there are some commonalities that can be counted as causes of child abuse. They are divisible into four categories.

Individual characteristics. Adults who may be predisposed to child abuse or neglect are immature, emotionally needy, or in poor health; abuse alcohol or other drugs; or were themselves abused as children. Abusive adults are angry and hurt, have few coping skills, and have learned to react to stress with violence. Rarely are they psychotic or sociopathic. For the most part, these who are parents love their children and do not want to hurt them. Often they are genuinely remorseful after an abusive incident and determined not to repeat it. Unless they learn new ways to cope and to handle their children, however, it is likely they will repeat the same pattern of behavior.

Children sometimes are at risk for child abuse because they have certain physical or behavioral characteristics that, to the parent or adult caregiver, make them:

- unappealing (for example, a boy when a girl was wanted);
- different (for example, a child who ". . . doesn't act like the rest of us"); or
- particularly difficult to care for.

Educators need to be sensitive to children who are physically or mentally impaired; these children are at a statistically greater risk of child abuse than are children without these disabilities. Educators also need to keep in mind that any child can be abused.

Family interactions. Each family member affects every other family member in some way. Sometimes family members get along well so long as they do not spend too much time together, or as long as other family members are present. When circumstances dictate that they spend extended periods of time only with each other, however, they may run into trouble.

Environmental conditions. Changes in financial circumstances, employment, place of residence, or family structure affect the entire family. Educators should be particularly alert to the fact of such changes in the lives of children in their sphere of influence. For example, much child abuse takes place at the hands of older siblings who are supposedly caring for the child while both parents work. The unsettling re-arrangement of family structures following a divorce likewise can lead to stressful circumstances that yield abusive behavior, perhaps from a stepparent or a live-in boyfriend. Sometimes changes in environmental conditions have positive results, but sometimes they are negative, creating a situation with which the family has difficulty coping.

Societal values. The acceptance of violence as a way of life, the conviction that parents have the right to treat their children as they please, and the desire to avoid involvement help to foster child abuse in society.

Child abuse is rarely a planned event. Usually it is the result of a situation with which the perpetrators cannot cope, a situation that has gotten out of control. Irritation turns into anger, which grows into rage. What starts as an argument ends in a physical fight. Discipline turns into abuse, and a "spanking" results in the child's hospitalization. Child abuse tends to be repetitive and to increase in frequency and severity unless someone—like a concerned educator—steps in, reports the situation, and helps the family to find new and healthier ways to deal with each other.

Understanding the Effects

The effects of child abuse on the child may be physical, emotional, or both. They may range in severity from minor to major. Children who have been abused may find it difficult to trust adults, and they may have few friends. They may be delayed in their physical or developmental growth, lack sufficient care and supervision, have physical injuries, or become pregnant. Some—too many—die of inflicted injuries, untreated illnesses, or suicide.

In school, abused children may show a range of negative effects, including:

- below grade-level performance in reading, spelling, and math;
- delays in the ability to speak and to understand spoken language. Both the quantity and quality of speech are affected—abused children may speak less often and less skillfully than do their classmates;
- behavior problems such as fighting with others in the class or stealing food or money;
- poor coordination, including deficiencies in such motor skills as balancing, hopping, skipping, and riding a tricycle; and
- psychosomatic illnesses that keep them home from school.

Abused children may enter school with a host of specific problems. In school, they may perform poorly, disrupt the class, or withdraw from contact with others. If the cause of their problems is never recognized, if they do not receive help, these children are likely to have difficult, unsuccessful school years, or leave school altogether. Eventually, they become like many of their parents—emotionally deprived adults whose needs were never met.

1. U. S. Department of Health and Human Services, *Everything You Always Wanted to Know About Child Abuse and Neglect*. Washington, D.C.: Clearinghouse on Child Abuse and Neglect, p. 4.

Helping Children Who Are Hurting

The first step in helping abused children is learning to recognize the symptoms of child abuse. Although child abuse is divided into four types—physical abuse, neglect, sexual abuse, and emotional maltreatment—the types are more typically found in combination than alone. A physically abused child, for example, is often emotionally maltreated as well, and a sexually abused child may also be neglected. Any child at any age may experience any of the types of child abuse, but neglect occurs most frequently among children two and under, while sexual abuse and emotional maltreatment occur most frequently among children twelve to seventeen.[1] Physical abuse affects children in all age groups, but the highest rate of physical injury is found among the oldest children.[2]

Recognizing Child Abuse

Experienced educators likely have seen all four forms of child abuse at one time or another. They are alert to signs like these that may signal the presence of child abuse.

The Child:

- shows sudden changes in behavior or school performance;
- has not received help for physical or medical problems brought to the parents' attention;
- has learning problems that cannot be attributed to specific physical or psychological causes;
- is always watchful, as though preparing for something bad to happen;
- lacks adult supervision;
- is overly compliant, an overachiever, or too responsible; or
- comes to school early, stays late, and does not want to go home.

The Parent:

- shows little concern for the child, rarely responding to the school's requests for information, for conferences, or for home visits;
- denies the existence of—or blames the child for—the child's problems in school or at home;
- asks the classroom teacher to use harsh physical discipline if the child misbehaves;
- sees the child as entirely bad, worthless, or burdensome;
- demands perfection or a level of physical or academic performance the child cannot achieve; or
- looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- rarely touch or look at each other;
- consider their relationship entirely negative; or
- state that they do not like each other.

None of these signs proves that child abuse is present in a family. Any of them may be found in any parent or child at one time or another. But when these signs appear repeatedly or in combination, they should cause the educator to take a closer look at the situation and to consider the possibility of child abuse. That second look may reveal further signs of abuse, or signs of a particular kind of child abuse.

Signs of physical abuse. Consider the possibility of physical abuse when the child:

- has unexplained burns, bites, bruises, broken bones, or black eyes;
- has fading bruises or other marks noticeable after an absence from school;
- seems frightened of the parents and protests or cries when it is time to go home from school;
- shrinks at the approach of adults; or
- reports injury by a parent or another adult caregiver.

Consider the possibility of physical abuse when the parent or other adult caregiver:

- offers conflicting, unconvincing, or no explanation for the child's injury;
- describes the child as "evil," or in some other very negative way;
- uses harsh physical discipline with the child; or
- has a history of abuse as a child.

Signs of neglect. Consider the possibility of neglect when the child:

- is frequently absent from school;
- begs or steals food or money from classmates;
- lacks needed medical or dental care, immunizations, or glasses;
- is consistently dirty and has severe body odor;
- lacks sufficient clothing for the weather;
- abuses alcohol or other drugs; or
- states there is no one at home to provide care.

Consider the possibility of neglect when the parent or other adult caregiver:

- appears to be indifferent to the child;
- seems apathetic or depressed;
- behaves irrationally or in a bizarre manner; or
- is abusing alcohol or other drugs.

Signs of sexual abuse. Consider the possibility of sexual abuse when the child:

- has difficulty walking or sitting;
- suddenly refuses to change for gym or to participate in physical activities;
- demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior;
- becomes pregnant or contracts a venereal disease, particularly if under age fourteen;
- runs away; or
- reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- is unduly protective of the child, severely limits the child's contact with other children, especially of the opposite sex;
- is secretive and isolated; or
- describes marital difficulties involving family power struggles or sexual relations.

Signs of emotional maltreatment. Consider the possibility of emotional maltreatment when the child:

- shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity or aggression;
- is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example);
- is delayed in physical or emotional development;
- has attempted suicide; or
- reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:

- constantly blames, belittles, or berates the child;
- is unconcerned about the child and refuses to consider offers of help for the child's school problems; or
- overtly rejects the child.

Although about two-thirds of the abused children in the United States are of school age, school staffs are responsible for only about twelve percent of the cases reported each year.[3] These figures reinforce a recent study suggesting that the greatest impediment to reporting child abuse among school personnel ". . . is a combination of fear of reprisal against the child and doubts about the efficacy of child protective services intervention."[4] That must change. Educators must take steps to im-

prove relations with child protective service organizations.

Reporting Child Abuse

Perhaps by now you are thinking about a child you have taught in the past, or one you are concerned about right now. You may be wondering what you can do to help that child. For an abused child, the most important thing you can do is report the situation so that the child can be protected and the family helped.

In every state in the United States, in its territories and in the District of Columbia, educators are required by law to report suspected child abuse. The range of educators mandated to report is broad. It includes principals, teachers, counselors, school nurses, and staff of residential institutions, day care centers, and summer camps. See appendix A, Who Reports, for a state-by-state summary of who is mandated to, and who may, report suspected child abuse.

By law a suspicion of child abuse generally means that the reporter has "reasonable cause to believe" or "reasonable cause to know or suspect" that the child has been maltreated. Reporters do *not* have to know that abuse actually took place in order to report. In fact, many laws require that reports be made of circumstances or conditions that could reasonably result in future child abuse—if, for example, one were to learn that a child would be unattended while parents were vacationing.

In most states, reports can be made orally to the mandated agency (usually called the Department of Social Services or Department of Children and Family Services). Many communities have hot lines to receive telephone reports. In many jurisdictions the law permits teachers and other school personnel to report to the principal or to the principal's designated agent. This person, in turn, is responsible for notifying the appropriate authorities.

Many states require that the oral or telephone report be followed by a written report, usually within twenty-four to forty-eight hours, providing additional information about the child and the situation. Some jurisdictions have developed their own reporting forms to ease filing of the written report. Local school policy may require that someone in the school system, such as the pupil personnel supervisor or the director of health or psychological services, receive a copy of the written report. This copy is kept in a confidential file separate from the child's routine school records.

Sometimes educators are reluctant to report suspected child abuse because they do not want to get involved, or they believe that reporting will jeopardize the teacher-pupil relationship, or they fear personal liability. Some educators believe that if a report they make proves erroneous, the child's parents will sue them for libel, slander, defamation of character, or invasion of privacy. Reporting laws provide immunity, however, from civil and criminal liability if the report was made in *good faith*. Good faith

simply means an honest belief by the reporter that the child was abused or that the substance of the report, which may be only a suspicion, is valid. The reporter need only have a *reasonable suspicion* that abuse has occurred. The law does not require proof; it specifically does require reporting of *suspected* child abuse. Proving the case is the responsibility of trained investigators, not the one who reports. There is little chance that an educator will be successfully sued by a parent for reporting suspected child abuse, unless the report was made maliciously—for example, as part of a personal vendetta by a teacher against a pupil's parent.

The law does impose liability on mandated reporters who *fail* to report suspected child abuse. In an effort to encourage reporting, the laws provide that failure to report is a crime, usually a misdemeanor. Penalties vary by state: some penalties may be as low as a few days in jail, a $10 fine, or both; or penalties may be as high as a year in jail, a $1,000 fine, or both. In most states criminal liability will arise only if the reporter knowingly or willfully failed to report. Educators who fail to report suspected child abuse may be deemed civilly liable for negligent performance of their duties, however, and may be subject to both legal and administrative penalties.

Helping Missing Children

In the United States, there is growing attention to the problem of missing and abducted children. Most children reported as "missing" (probably more than ninety percent) are actually runaways or children who are otherwise voluntarily away from home for a period of time. There are also, however, children who have simply disappeared, who have been kidnapped or lured away by an acquaintance or a parent—often a parent engaged in a custody battle over the child—and, occasionally, a stranger.

Some missing children have been first recognized by school staff who called to report their location. An educator may also be the first to realize a child is missing, noting his or her absence in school. Early reporting may be the first step in alerting authorities to a potential problem. (See the listing in appendix B for the National Center for Missing and Exploited Children. There is an address to write for further information and the number to call to report a missing child.)

1. Russell, Alene Bycer and Trainer, Cynthia Mohr. *Trends in Child Abuse and Neglect: A National Perspective*. (Denver: The American Humane Association), 1977, p. 22.

2. Russell and Trainer, *Trends in Child Abuse and Neglect*, p. 23.

3. Russell and Trainer, *Trends in Child Abuse and Neglect*, p. 15.

4. Alfaro, Jose D. "Impediments to Mandated Reporting of Suspected Child Abuse and Neglect." Unpublished research study, May 1984.

Investigation and Intervention

Educators have no legal responsibility for investigation and intervention in child abuse cases. Nonetheless, educators may play an important part in these processes. Probably no other person beside the parent (or adult caregiver) has such a prolonged, consistent access to the child. Thus teachers and other school personnel may provide invaluable information to child protection investigators. They may know about the child's pattern of school attendance, behaviors, appetite, sleeping patterns, dress, observable injuries, ability to function at grade level and get along with peers, and the parents' involvement with school. This information can be critical to accurate assessment of the family's functioning.

Occasionally, if an educator has firsthand knowledge of an incident of suspected child abuse, he or she may be subpoenaed to testify at a court hearing. Such court appearances are rare and usually occur at the adjudicatory stage where the court will decide whether child maltreatment has or has not occurred. The educator's testimony as a "lay witness" must be limited to direct observations. For example, a teacher may only testify that on a certain date a child had small circular burns on his hands. An "expert witness," on the other hand, can carry such observations one step further. Thus, a physician who examined the child might testify that in her opinion the burns were caused by someone holding a lighted cigarette to the child's hands.

As part of the investigation and intervention process, educators may also participate in community child protection teams. As a member of the team, the educator may, for example, identify special education needs of an abused child and help plan appropriate remedial educational action. Similarly, the educator may suggest appropriate services for the parents, such as courses on parenting or job training classes.

Confidentiality

Educators are increasingly sensitive to the confidential nature of school records. Many educators believe that the 1974 Federal Family Educational and Privacy Act, commonly called the Buckley Amendment, prohibits educators from reporting abuse or neglect or participating in subsequent child abuse investigations. This belief, however, has been rejected by an opinion of the Fair Information Practice Staff and by the National Center on Child Abuse and Neglect (NCCAN) in the U.S. Department of Health and Human Services.

According to their interpretation, published by NCCAN in *Child Abuse and Neglect Reports,* September 1977, the Buckley Amendment and its

regulations cover only school records; the regulations do not apply to reports of suspected abuse or neglect based upon the educator's personal knowledge or observations. Furthermore, even if school records are referred to in the reporting process, they may be used. Under the law, school records may be revealed without parental consent if the information is necessary in an emergency "to protect the health and safety of the student . . . ."

After the "emergency" or reporting period, when the child protection agency is undertaking its investigation, school records under certain circumstances may still be shared. In particular, they may be revealed by court order or with parental consent. Again, information based on the educator's personal knowledge or observations (for example, "The child had a black eye"), and not part of the school record may be related to the investigators.

Staying Involved

After a report of suspected child abuse has been made, it is important that school staff remain supportive of the family. While the legal responsibility may have ended, the staff's relationship with the family will likely continue. Staff may be directly involved in providing assistance such as medical or psychological services, drug or alcohol counseling, or special education programs for the child; parent education; or family counseling. Staff members may also provide indirect services such as evaluation, referral, or advocacy. Even if educators are not involved in direct or indirect services, they may provide education to the child or other children in the family for years to come. Thus good relations between staff and family are vital.

During and after the investigation, you and other staff members need to be aware of how you can affect an already uneasy family situation. School staff members need to show support, concern, and caring for both child and parent. They should do nothing to provoke increased hostility or distance between the two, but instead should emphasize the positive aspects of both child and parent or adult caregiver, and look for ways to enhance the appreciation each has for the other. These are techniques experienced educators have used for years in dealing with troubled families. They are equally appropriate with families where child abuse is the problem.

Relationships with the family will be strengthened if staff members:

- are honest with the child, the parents, and the family about their concern for the child;
- explain that they are legally required to report suspected child abuse;
- assure the child that he or she is not to blame for what happened and provide reassurance;
- tell the child what will happen next—a visit from a CPS worker, a

medical examination, or whatever—and relieve the child's anxiety;
- avoid blaming the parents or adult caregivers, accusing them, describing them negatively, or belittling them in front of the child; and
- convey an intent to help—not hurt—the family.

If you have reported a case of suspected child abuse, cooperation is essential with the Child Protective Service (CPS) worker who will investigate the report. You may have information about the child that no one else has—no one else in the community may have seen the child every day for extended periods of time. Few others are as sensitive as educators to what is expected behavior, appearance, and performance in a child of a given age or grade level.

The CPS worker investigating a report of suspected child abuse may want to talk with you and your colleagues about a particular child, whether or not the report of suspected child abuse has originated with the school. This kind of interview is permissible; it is not a breach of confidentiality. The family's right to privacy does not apply in cases of suspected child abuse.

Cooperation between CPS and the school can be critical in assessing the family to determine whether abuse has occurred, whether the family is in need of help, and what services can be most effective. School staff often have information that can point out a family's strengths and needs. For example:

- the school nurse may know about the health of other children in the family;
- the pupil personnel worker may have made a home visit and seen the parents' reaction to the child's school problem;
- the physical education teacher may have noticed bruises when the child changed for gym;
- the classroom teacher may have noted that the child's behavior changed markedly after the parents' divorce; or
- the guidance counselor may know that the parents are actively seeking help for the child.

The exchange of information between school and CPS may be relatively informal, involving only a telephone call or a brief visit. It may also be more formal, involving a meeting between school staff and the CPS worker, or an official request by CPS for a record review.

Preventing Children from Being Hurt

Recognizing and reporting suspected child abuse and working with the child and family after a report has been made are important ways to prevent child abuse from recurring. But schools can help prevent child abuse from occurring *at all* by providing special programs for students.

Lack of knowledge about parenting, poor coping skills, low self-esteem, isolation, and unrealistic expectations of children all are among the characteristics common to abusive families. Schools can help to prevent child abuse by offering programs that address these issues. Such courses might include parent education, child development, human growth and development, and family living; information on community resources and consumer rights; and alternative means of discipline and coping with stress.

These programs should be offered to all students. They can be incorporated in existing courses of study, perhaps as the mental health component of a mandatory health and safety curriculum, or provided as extracurricular activities and sponsored by a parent organization or local civic group.

Parenting Curricula

Many people—some of them already parents—know very little about what to expect of children, or which means of discipline are most effective with children of various ages. For these people, being a parent can be a difficult, unrewarding, and often frustrating experience with which they are ill-equipped to cope. Courses in parenting can help to change this negative experience into a positive one by increasing the individual's confidence and self-esteem as a parent.

Here is a sampling of the many excellent examples of parenting curricula. (Appendix B lists addresses for further information on suggested resources if they are unlikely to be widely available.)

Exploring Childhood, U.S. Department of Health and Human Services, developed under the Education for Parenthood program.

This is a comprehensive curriculum that can be used by students in junior and senior high school. The course includes student workbooks, films and cassettes, a teacher guide, and a manual for administrators. It has been used in thousands of schools and colleges in the United States and elsewhere. Topics addressed include child development, working with children, and the family and society. *Exploring Childhood* also includes a specific unit on child abuse in the sequence "Under Stress: Keeping Children Safe."

Exploring Parenting, Head Start Bureau, U.S. Department of Health and Human Services.

This course, which is designed for parents, consists of twenty three-hour sessions during which parents view films, listen to recordings, and discuss topics related to child development and child rearing. The goals of *Exploring Parenting* are to help make parents more aware of their parenting skills, build upon their existing child-rearing skills, and increase their knowledge of different parenting styles and techniques. The curriculum includes a unit on keeping children safe.

Parent Effectiveness Training (P.E.T.), by Thomas Gordon, Ph.D.

This is a course that teaches sound parenting concepts. P.E.T. helps parents deal with family problems with specific skills that reduce conflict, resolve problems, strengthen relationships, and move the child toward responsible independence. P.E.T. courses are offered throughout the United States. P.E.T. theory is explained in Dr. Gordon's widely available books, *P.E.T.: Parent Effectiveness Training, P.E.T. in Action*, and the NCPCA publication, *What Every Parent Should Know.*

Systematic Training for Effective Parenting (STEP), American Guidance Service, Inc., based on the work of Rudolph Dreikus, Ph.D.

This is a nine-lesson program in parent education built upon the concepts developed by Dr. Rudolph Dreikus in his book *Children: The Challenge.* STEP stresses techniques for communicating with children and offers guidance on understanding children's behavior, developing responsibility, and decision making.

By providing education for parenthood to both male and female students, schools can help them understand that being a parent requires knowledge, skill, experience, and maturity. By including family life education, schools can help students make responsible decisions about sexual activity and point out the dangers in becoming a parent before one is prepared. Many abused children are wanted for the wrong reasons, and many others are unwanted children. They have arrived inconveniently, are considered burdens, or are viewed as competitors for love and affection. Family life education courses that stress responsible parenthood point out that mature individuals take responsibility for their behavior. If they are not ready to care for a child, they plan not to have one. If a child arrives unplanned, they, and not the child, bear the responsibility. If conditions are less than optimal, they seek help; they do not blame the child for marital discord, financial difficulties, or their inability to finish school.

It may be that the school does not or cannot offer family life education. If so, alternatives should be explored. Perhaps the courses can be offered after school to those students whose parents give written permission. Perhaps they can be sponsored by religious groups, youth groups, or parent organizations.

It is important that schools also reach out to adults and others in the community who want to learn more about effective parenting techniques or family life education. Through their Adult Education divisions, schools can sponsor programs like P.E.T., STEP, or special courses on adolescence, discipline, family planning, or other issues typically of concern to parents.

Family life education, like education for parenthood, should be part of every community's child abuse prevention effort. Each of these courses can help students to acquire the self-sufficiency, skills, and knowledge they will need to become successful adults. Together they can help students become caring parents.

Adolescent Parents

In the United States parents involved in child abuse tend to be younger than average, and to have their children at a younger age than average. This means that those who become parents at younger ages are at greater risk of later involvement in child abuse. The implications are clear: young parents need extra help if they are to be successful. For those parents who have a child while still in school, special programs are in order. These adolescent parents typically face a number of difficulties, including low or unreliable income, inadequate housing, and health problems—all in addition to deficient parenting skills. Programs for these parents should help them to stay in school while strengthening their skills as parents.

Adolescent parents need to have access to their friends while receiving specific help in coping with the demands of both school and a family. Some schools provide special programs for these young families. The children attend a special in-school child care program while the parents divide their day between study in regular classes with their friends and classmates and work in the child care center with their own and other children. This approach allows the young parents to maintain the relationships so important to adolescents and, at the same time, to acquire the skills they need as parents.

Attending regular classes allows the parents to continue in school and to see their friends. Work in the child care program allows the parents to observe children at various stages of development and to learn how to care for, teach, and effectively rear and discipline them. Meeting other adolescent parents provides an opportunity to discuss common problems with school, child care, and home life. Programs like these can do a great deal to decrease the isolation, frustration, and inadequacy young parents often feel.

Safety Curricula

There is increasing emphasis on teaching children how to keep themselves safe, another approach to preventing child abuse. A number of curricula

designed to prevent child abuse and neglect are now available for children from preschool through high school. Some are intended for children in self-care—children of working parents who care for themselves and other children before and after school. These materials address such safety issues as what to do in case of an accident, fire, or illness and how to ask for help. They are designed so that parents and children together decide what is right for their family.

Opening Doors for Latchkey Families, funded by the Kansas Family and Children's Trust Fund, and by a grant from the U.S. Department of Health and Human Services

This is a program to address the needs of children in self-care and their families. The program consists of a film, curricular materials, and a parent guide, as follows:

- *Lord of the Locks: A Film for Latchkey Families* is designed for older elementary school children and their parents. The film emphasizes the seriousness of self-care, the importance of responsible actions by parent and child, and the need for family communication. *Lord of the Locks* is available on 16mm film and on 3/4" and 1/2" videotape.
- *I'm in Charge* is a self-care course for parents and children. It consists of five sessions: one for parents, three for children, and one for parents and children together. The first session is designed to improve a parent's ability to structure and monitor self-care situations. The next three sessions instruct children in personal safety skills, emergency responses, and care of younger siblings. The fifth session assists parents and children in developing a contract negotiating the rules and procedures for self-care in their home. The intent of the course is not to promote or encourage self-care, but to assist families in deciding if self-care is appropriate for their child.
- *The Parent Guide* is a booklet that outlines suggestions for parents in making self-care safe and emotionally satisfying for their children. The booklet describes many parent responsibilities in setting up rules, monitoring their child's performance, and communicating problems and concerns. The booklet contains a model of a parent-child contract that encourages parents and children to write down rules.

Other safety curricula are intended to prevent the sexual assault of children. They address such safety issues as what to do when approached by a stranger, whom to ask for help, and how to say no to inappropriate touching.

Child Sexual Abuse Prevention Resources, developed by the National Committee for Prevention of Child Abuse (NCPCA)

This is a compilation of more than 125 sources of materials intended to help prevent child sexual maltreatment. The purpose of the compilation

is to show the wide range of sexual child abuse resources that deal only with prevention. (Child sexual abuse treatment programs and intervention techniques, for example, are not included.) Much of the material described in the compilation is intended to teach children how to protect themselves from sexual abuse. The materials range in format from audiovisuals and live performance to puppets and coloring books. Included too are instructional materials for parents, teachers, and child care workers; and some materials speak to the special needs or interests of specific ethnic, cultural, and socioeconomic groups.

Talking about Child Sexual Abuse, by Cornelia Spelman

This pamphlet, also a publication of NCPCA and available in Spanish as well as English, explains how talking to children about child sexual abuse may help to prevent occurrences and contribute toward the recovery of the victim. The pamphlet lists signs and behavior that may indicate abuse and outlines the approach parents can take in discussing abuse with the child. It provides instruction for screening baby-sitters and child care centers, and for reporting suspected abuse to the proper authorities. The pamphlet also offers guidance to the adult who has been sexually abused as a child and has hesitated to discuss the abuse.

Amazing Spider-Man and Power Pack, developed by NCPCA and Marvel Comics Group

This 20-page full-color comic book includes two stories that teach children how to protect themselves from being sexually abused. The first story, "Secrets," features Spider-Man helping a neighbor boy by telling the boy his own story of being sexually victimized by an older friend. The second story, "Runaway," features the Power Pack kids helping a friend who is being sexually abused by her father. The comic book format offers an ideal way to provide important information to children in a non-threatening and comfortable manner.

How to Take the First Steps, developed by Network publications based on the work of Illusion Theater

Before beginning a sexual abuse prevention program, it is essential to have community and parental support. This guide presents a concise, step-by-step plan to develop support and implement programs. It is based on the experiences of Illusion Theater's sexual abuse prevention program, whose plays and training programs have reached more than 280,000 people in 33 states. The guide provides rationale and information to define the extent of the need; it answers common community concerns about sexual abuse education; it also gives detailed information on how to get started, and it provides a listing of resources.

Talking about Touching with Preschoolers, adapted by Margaret Schonfield, Committee for Children

This curriculum was developed to be presented as a part of the safety

program within a preschool or day care setting. Children are taught about fire, streets, water, and sexual exploitation. The object of the curriculum is to provide information and self-protective skills to reduce children's vulnerability to abuse. Basic messages are that a child has a right to say no to inappropriate touch; secrecy between adults and children about touch are not okay; children are not to blame if they are sexually exploited; children must tell if they are touched inappropriately. Safety guidelines to help prevent abuse, information and skills for "telling," and large, illustrated teaching aids are included.

Talking about Touching, by Ruth Harms and Donna James, Committee for Children

This curriculum was developed to teach elementary school children how to protect themselves from exploitation, particularly sexual exploitation. Designed to be integrated into the health and safety curriculum of any elementary school class, the curriculum emphasizes the importance of teaching children to think independently and to make decisions on their own to protect themselves when they encounter a potentially dangerous situation.

No Easy Answers, by Cordelia Anderson, Illusion Theater

This sexual abuse curriculum is designed for use in junior and senior high schools. The program emphasizes prevention of sexual exploitation through awarenesses of the differences between nurturing and exploitive touch. The purpose of the 20-lesson curriculum is to help students develop skills in communicating feelings, attitudes, and expectations related to sexuality and the exploitive or abusive use of sex. Each lesson includes a cover sheet, activities relevant to the specific sexual abuse topic, student handouts, suggestions for discussion focus, and discussion questions.

All these curricula are in use in schools throughout the United States, and they have achieved a high level of community acceptance. Many have been conducted by Parent Teacher Association chapters, religious groups, and service organizations. Appendix B lists addresses for further information on these suggested resources.

Considering Some Special Issues

If schools are committed to preventing child abuse, they must look at themselves to be certain that they have not instituted policies or practices that foster, however unintentionally, the abuse or neglect of children. Schools might begin by examining their staff criteria, the school and classroom environment they maintain, and the use of corporal punishment.

Staff Criteria

Any program serving children has an obligation to protect children from abuse. This includes ensuring that children are not harmed by school employees or staff. Most schools have selection, hiring, and personnel practices designed to ensure that they choose and retain the best and most highly qualified staff possible. Even in a carefully regulated system, however, it occasionally happens that a person is hired or retained who ought not to be.

Currently in the United States several efforts are under way to ensure that persons with a history of abusing children are not placed in charge of children. Several states, for example, have in place procedures and provisions for background checks of all current and prospective staff and employees of child care facilities, and juvenile detention centers, correction, and treatment facilities.

The following information is excerpted from *Recruitment and Selection of Staff: A Guide for Managers of Preschool and Child Care Programs,* a 1985 publication of the U.S. Department of Health and Human Services.

Protecting Preschool and Day Care Children from Child Abuse and Neglect

A major consideration for every program serving children should be to protect those children from abuse and neglect. Every program has a responsibility to inform staff of appropriate federal, state, local, and program regulations regarding child abuse and neglect. Written policies should be provided to each staff [member] regarding:

- a code of conduct for staff relating to their behavior with children;
- policies on reporting suspected child abuse and neglect;
- policies on investigating existing staff or staff candidates in regard to child abuse and neglect; and
- policies on hiring staff previously accused, indicted, or found guilty of child abuse and neglect.

The most important step program managers can take to guard against child abuse and neglect is to ensure that there is adequate day-to-day supervision of all staff.

Screening Staff

. . . In screening staff, the following steps are recommended:

- an interview with each candidate whose qualifications are close to those that are required;
- if possible, an opportunity to observe the candidate in the job for which he or she is applying;
- a reference check; and
- a check of public records, related to child abuse and neglect convictions.

[Even though many child abusers do not have criminal records, it] is extremely important to check all available public records regarding evidence of child abuse, sexual child abuse, or child neglect by the candidate. These records should be sought at the state, county, and local levels. The extent to which such records are available to the public varies greatly from state to state. Any findings of criminal behavior should be examined in light of personnel policies that deal with the protection of the children from abuse and neglect.

School and Classroom Environment

A safe environment that is conducive to learning is essential to the healthy development of children in school. All schools should be required to adhere to state and local standards and licensing provisions regarding the health, safety, and welfare of children.

Sometimes it is argued that certain schools should be exempt on religious grounds from requirements regarding such issues as staff qualifications, acceptable methods of discipline, or child nutrition. Protecting the welfare of children, however, is central to all major religions. Religion should never be an excuse for allowing the institutional abuse of children. Any community committed to preventing child abuse must be prepared to meet this issue head on and resolve it in favor of the children by insisting that *all* schools provide a safe, healthy environment in which children will thrive.

The classroom environment also must promote the healthy physical, mental, and emotional development of children. Educators must consider carefully how they teach children and what sort of role models they present. Educators as a sample of the population also include those who use verbal abuse—derogatory name-calling, humiliation, unrealistic expectations, and labeling of students—as a means of behavior control. Administrators who see only the result—subdued, fearful children (which they may interpret as a quiet classroom)—without examining the causes in effect become accomplices to the emotional abuse.

Children must be afforded the opportunity to learn self-discipline and self-control, guided by caring staff who promote the child's self-esteem

and respect the child's worth as an individual. If child abuse is to be prevented, staff must demonstrate that controlling disruptive or inappropriate behavior of children can be accomplished without the use of physical force or emotional maltreatment.

Corporal Punishment

Any school that encourages adults to use corporal punishment on children in their care cannot hope to prevent or eliminate child abuse. The sanctioned use of corporal punishment continually reinforces the notion that it is acceptable for adults to hit children. It is paradoxical, if not outrageous, to admonish parents and students who corporally punish children while encouraging educators to do the same.

There is a fine line between corporal punishment and abuse. Anyone, whether parent or teacher, may cross it at any time. It is difficult to say where this line between corporal punishment and abuse lies. One of the central problems with corporal punishment is that no one knows exactly what it may involve. Many people assume that corporal punishment in school means a spanking or paddling, but that is not always the case. For example, the following incidents were reported in the United States:

- For one principal, corporal punishment meant having two boys eat eighteen cigarettes as a punishment for possessing cigarettes in violation of school rules. Both boys became ill; one had to be hospitalized.
- For two kindergarten teachers, corporal punishment meant burning the hands of several four-year-olds as a "lesson on telling stories."
- For a coach, corporal punishment meant tying five nine-year-olds together with a gym rope and dragging them through a parking lot behind his motorcycle as a punishment for wasting time.

The United States and Great Britain are the only two Western nations permitting corporal punishment in their public school systems. Many organizations in the United States have stated policies expressly in opposition to corporal punishment, including the National Education Association, the American Psychological Association, the American Academy of Pediatrics, the National Parent and Teachers Association, the American Public Health Association, the National Association for the Advancement of Colored People, the American Bar Association, the American Medical Association, and the National Committee for Prevention of Child Abuse. Even in states where corporal punishment is permitted, local school boards or governing bodies may prohibit its use in their communities.

Most students subjected to corporal punishment are below high school age. Many schools are reluctant to administer corporal punishment to high school students, not because they oppose it philosophically or prohibit it administratively, but because of the inherent dangers of such an action.

In one case a teacher who slapped a high school student for cursing was in turn punched in the jaw and had to be hospitalized. It seems that corporal punishment in the schools, however defined, is administered primarily to those who are smaller or weaker than the punisher.

It is frequently stated that, "Discipline is not abuse." Perhaps there should be a corollary: "Corporal punishment is not discipline." The intent of punishment is to hurt; the intent of discipline is to teach. When teachers, counselors, and administrators are empowered to strike children for failing to stand when addressed, or to say "sir"; for missing the school bus—or the wastebasket; and for misspelling words or miscalculating arithmetic problems, an indelible impression is left: when children make mistakes or misbehave, they should be hit.

The similarities between corporal punishment and child abuse are inescapable. In both cases what begins as discipline can end in something else when the responsible adult loses control. In both cases only certain children are singled out, and serious injuries may be inflicted. The biggest difference between the two is that corporal punishment in schools is legal in some states, and child abuse is not.

So long as the major educational and socializing institution for children sanctions the use of corporal punishment, prevention of child abuse cannot be achieved.

Becoming Part of the Solution

The problem of child abuse can be solved, but it will take the concerted action of all who care about children to find the solution. Every educator—whether school board member, administrator, counselor, or teacher—can help.

Setting Policy

Each school district should have a school board policy on child abuse. If you are a board member in a district that does not have such a policy, consider introducing one. The policy should:

- underline the board's concern for abused children and their families;
- require the reporting of suspected child abuse in accordance with state law;
- mandate inservice training on how to recognize and report suspected child abuse for all staff;
- encourage cooperation with the local Child Protective Service agency;
- authorize participation in the local child protection team; and
- provide for administrative penalties for failure to report.

If your school district is one that permits corporal punishment, consider introducing a board policy outlawing it on the grounds that the prohibition is essential to child abuse prevention. If prohibition of corporal punishment is not possible, consider a resolution to severely restrict its use.

Some school districts, unwilling to prohibit corporal punishment outright because of community standards or pressure, have opted instead for requiring that any incident of corporal punishment be witnessed and fully documented, and that the precipitating circumstances and other means of discipline first tried be fully described. In at least one school district, regulations like these have resulted in the virtual elimination of corporal punishment, though previously it had been frequently used. The reason? Corporal punishment became too much trouble to administer, so teachers and principals looked for other ways to discipline children.

If your school board is a member of a national organization like the National Association of State Boards of Education or the National School Boards Association, you might request that the organization include a workshop on child abuse at its next annual meeting. You then will have the opportunity to discuss policy issues with colleagues from other jurisdictions.

Establishing Procedures

Each school district should have procedures to handle reports of suspected child abuse and to implement board policy. If you are a school

superintendent or another member of the school system's central administrative staff with responsibility for procedural matters, consider instituting procedures that:

- state how and to whom reports of suspected child abuse are to be made;
- provide for the confidential handling of the report;
- specify whether, how, and by whom parents will be notified that the school has filed a report;
- appoint someone like the deputy superintendent, supervisor of pupil services, or chief social worker as liaison with CPS and the school's representative on the local child protection team;
- assure that when children must be interviewed by CPS at the school, a staff member the child trusts will be present to provide support for the child;
- specify when and by whom inservice training will be conducted;
- describe the civil and criminal immunity provided those who report in good faith; and
- spell out the civil, criminal, and administrative penalties for failure to report.

Individual administrators can help to carry out these procedures:

The Director of Personnel can ensure that every staff member receives information on how to recognize and report child abuse and a copy of the board policy and administrative procedures during preservice or inservice training.

The Director of Staff Development can work with a local hospital, mental health clinic, or CPS agency to plan special inservice training for professional staff such as counselors, psychologists, and pupil personnel workers.

The Director of Supporting Services can ensure that support staff receive training in recognizing and reporting suspected child abuse. (Often bus drivers, cafeteria workers, and health aides have information about children no one else does. They are an important part of any school system's child abuse prevention program.)

The Director of Curriculum and Instruction can identify courses in which child abuse prevention can be addressed.

The Director of Public Affairs can inform the community of the school's actions in behalf of abused children.

In time, child abuse detection and prevention will become a part of the school system's day-to-day routine.

Taking Individual Action

There is a great deal you can do as an individual to help prevent child

abuse. If you are a member of a national organization such as the American Federation of Teachers, the National PTA, the American Association for Counseling and Development, or the National Education Association, you can ask your local chapter to:

- issue a statement urging its members to report suspected child abuse;
- include articles about child abuse in the local newsletter;
- petition the local or state board of education to establish a policy on child abuse;
- plan a program on a topic like how to work with the family after a report has been made; and
- take a position opposing corporal punishment.

On your own, you can:

- report child abuse whenever you suspect it;
- learn about the services for abusive families available in your community;
- encourage troubled families to seek help for their problems;
- provide support, encouragement, and understanding to children who have been abused and their families; and
- resolve not to use corporal punishment in your classroom.

Whether you are acting alone, in concert with a group, or in your official capacity, there are agencies and organizations that can help you with ideas, recommendations, and materials. They are listed in appendix B, Resource Addresses.

Becoming committed to prevention of child abuse can take time and effort. You may wonder whether it's worthwhile, whether you are right to get involved, and whether things really will change. You know you are legally and morally bound to report, and you want to help, but still you wonder.

Remember the children who wait. Reach out to them. Yours may be the hand that provides help to a hurting child.

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Appendix A: Who Reports

WHO REPORTS*

States and Territories	WHO MUST REPORT																
	Any Person or Any Other Person **	Physician	Nurse	Surgeon	Osteopath	Dentist	Resident	Intern	Hospital/Institution Personnel	Practitioner of Healing Arts	Chiropractor	Optometrist	Podiatrist	Pharmacist	Mental Health Professional	Coroner/Medical Examiner
Alabama		X	X	X	X	X			X		X	X	X	X	X	X
Alaska		X	X	X	X	X			X	X	X	X			X	
Arizona		X	X	X	X	X	X	X			X		X		X	X
Arkansas		X	X	X	X	X	X	X	X						X	X
California		X	X	X		X	X	X	X		X		X			
Colorado		X	X	X	X	X		X	X		X		X		X	X
Connecticut	X	X	X	X	X	X	X	X			X	X	X		X	X
Delaware	X	X	X		X	X	X	X		X					X	X
District of Columbia		X	X			X					X				X	X
Florida	X	X	X													
Georgia		X	X		X	X	X	X					X		X	
Hawaii		X	X		X	X				X						X
Idaho	X	X	X				X	X								X
Illinois		X	X	X	X	X			X		X		X			X
Indiana	X															
Iowa		X	X	X	X	X	X	X	X	X	X	X	X		X	
Kansas			X			X	X	X		X					X	
Kentucky	X	X	X		X	X	X	X	X		X	X			X	X
Louisiana	X	X	X				X	X	X							
Maine		X	X		X	X	X	X			X		X		X	X
Maryland		X	X	X		X	X	X		X					X	
Massachusetts		X	X			X		X								X
Michigan		X	X			X										X
Minnesota									X	X					X	
Mississippi		X	X			X	X	X							X	
Missouri		X	X			X	X	X	X	X	X	X	X		X	X
Montana	X	X	X													
Nebraska	X	X	X						X							
Nevada		X	X	X	X	X	X	X	X		X	X			X	
New Hampshire	X	X	X	X	X	X	X	X	X		X	X			X	X
New Jersey	X															
New Mexico	X	X	X				X	X								
New York		X	X	X	X	X	X	X	X		X	X	X		X	X
North Carolina		X	X	X	X	X	X	X	X		X	X	X		X	X
North Dakota		X	X			X						X			X	X
Ohio		X	X	X		X	X	X					X		X	X
Oklahoma	X	X	X	X	X	X	X	X								
Oregon		X	X			X	X	X			X	X			X	
Pennsylvania		X	X		X	X		X	X		X	X	X		X	X
Rhode Island	X															
South Carolina		X	X			X				X		X			X	X
South Dakota		X	X	X	X	X	X	X			X	X	X		X	X
Tennessee	X															
Texas	X															
Utah	X		X													
Vermont		X	X	X	X	X	X	X	X		X					X
Virginia			X				X	X		X					X	
Washington		X	X	X	X	X				X	X	X	X	X	X	
West Virginia						X									X	
Wisconsin		X	X	X		X			X		X	X			X	X
Wyoming	X															
American Samoa		X	X	X	X	X	X	X	X		X	X	X		X	X
Guam		X	X	X	X	X		X	X	X	X	X	X		X	X
Puerto Rico	X	X	X			X	X	X	X	X	X			X		
Virgin Islands		X	X			X			X						X	

*Adapted from *Child Abuse and Neglect State Reporting Laws*. Washington, D.C.: NCCAN, Children's Bureau, 1979.

**A state that does not specify categories of professionals that must report, but instead requires that every person or any person report, is checked only in this column.

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WHO REPORTS

WHO MUST REPORT														WHO MAY REPORT	
Teachers	Other School Personnel	Social Services Worker	Law Enforcement Officer	Peace Officer	Police Officers	Probation Officer	Parole Officer	Religious Healing Practitioner	Child Care Institution Worker	Clergy	Attorney	Others	States and Territories	Permissive Reporting
X	X	X	X	X					X			X	Alabama	•
X	†	X		X				X				X	Alaska	•
X	X	X		X								X	Arizona	
X	X	X	X	X					X				Arkansas	•
X	X	X		X		X			X	X		X	California	•
X	X	X						X	X	X		X	Colorado	•
X	X	X			X				X	X			Connecticut	
X	X	X											Delaware	
X	X	X	X						X				District of Columbia	•
X	†	X										X	Florida	
X	X	X	X						X				Georgia	•
X	†	X											Hawaii	•
X	†	X							X				Idaho	
X	X	X	X					X	X			X	Illinois	•
†	†												Indiana	
X	X	X		X					X				Iowa	•
X	X	X	X										Kansas	•
X	X	X		X					X			X	Kentucky	
X	†	X										X	Louisiana	•
X	X	X	X					X	X				Maine	•
X	X	X	X		X	X	X					X	Maryland	
X	X	X			X	X						X	Massachusetts	•
X	X	X	X						X			X	Michigan	•
X	X	X	X						X				Minnesota	•
X	X	X	X						X	X			Mississippi	
X	X	X	X	X		X	X	X	X	X		X	Missouri	•
X	†	X	X								X		Montana	
X	X	X											Nebraska	
X	X	X							X	X	X		Nevada	•
X	X	X	X					X	X	X		X	New Hampshire	
†	†												New Jersey	
X	†	X	X										New Mexico	
†	X	X	X	X				X	X				New York	•
X	X	X	X					X				X	North Carolina	
X	X	X	X		X				X			X	North Dakota	•
X	X	X						X	X		X	X	Ohio	•
†	†												Oklahoma	
X	X	X		X					X	X	X	X	Oregon	
X	X	X	X	X				X	X			X	Pennsylvania	•
†	†												Rhode Island	
X	X	X	X		X			X	X				South Carolina	•
X	X	X	X										South Dakota	•
†	†												Tennessee	
†	†												Texas	
†	†												Utah	
†	†				X							X	Vermont	•
X	X	X	X			X		X	X			X	Virginia	•
X	X	X						X	X			X	Washington	•
X	X	X	X	X				X	X			X	West Virginia	•
X	X	X	X		X				X				Wisconsin	•
†	†												Wyoming	
X	X	X	X	X				X	X				American Samoa	•
X	X	X	X	X				X	X			X	Guam	•
X	X	X							X				Puerto Rico	
X	X	X	X	X					X			X	Virgin Islands	•

†Teachers and other school personnel are required to report by state mandate of "any person" or "any other person" or "others."

Appendix B: Resource Addresses

Educational Curricula

For more information about *Exploring Childhood* and *Exploring Parenthood*, write:

Education Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100

For more information about *Systematic Training for Effective Parenting* (STEP), or to order, write:

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014
(612) 786-4343

For more information about *Opening Doors for Latchkey Families*, or to order the film, curriculum, or parent guide, call or write:

Kansas Committee for Prevention of Child Abuse
435 South Kansas, 2nd Floor
Topeka, KS 66603
(913) 354-7738

For more information about *Child Sexual Abuse Prevention Resources*, *Talking about Child Sexual Abuse*, and *Amazing Spider-Man and Power Pack*, or to order, call or write:

National Committee for Prevention of Child Abuse
Publishing Department
332 South Michigan Ave., Suite 950
Chicago, IL 60604-4357
(312) 663-3520

For more information about *How to Take the First Steps*, *Talking about Touching with Preschoolers*, *Talking about Touching*, and *No Easy Answers*, or to order, call or write:

Network Publications
ETR Associates
1700 Mission Street, Suite 203
P.O. Box 8506
Santa Cruz, CA 95061-8506
(408) 429-9822

National Organizations

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4400

Clearinghouse on Child Abuse and Neglect Information
National Center on Child Abuse and Neglect (NCCAN)
U. S. Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013
(301) 251-5157

National Center for Missing and Exploited Children
1835 K Street, N.W., Suite 700
Washington, DC 20006
If you know the location of a missing child, please call this number:
1-800-843-5678

National Education Association
1201 16th Street, N.W.
Washington, DC 20036
(202) 833-4000

National PTA
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

The National Center for the Study of Corporal Punishment and Alternatives in the Schools
Department of School Psychology
Temple University
253 Ritter Annex
Philadelphia, PA 19122
(215) 787-6091

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Other NCPCA Publications

The National Committee for Prevention of Child Abuse (NCPCA) distributes and publishes educational materials that deal with a variety of topics, including parenting, child abuse, and child abuse prevention. The NCPCA catalog is available free upon request from NCPCA, Publishing Dept., 332 S. Michigan Ave., Suite 950, Chicago, IL 60604-4357, (312) 663-3520.

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